

## Welcome to Nursery online learning for week beginning Monday 23<sup>rd</sup> March

If you have any questions, then please contact us via email. We will get back to you as soon as we can, but please note we might be teaching our key worker children.

The Learning Pack that we put together for you last week has lots of activities. In Nursery we do lots of practical activities to help our learning. Please use the timetable below to help you plan and organise your child's learning using the activity sheets in your child's learning pack when appropriate.

We have a time for the length of activity for each activity as a guide to help you.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Busy Fingers</b> <i>This helps to develop hand-eye co-ordination and finger and hand muscles, needed for writing.</i>	Tear pieces of paper. This can be old pieces of paper and newspapers. Encourage your child to grip the paper with their hands and tear it.  <b>Length of Activity:</b> 15 minutes.	Encourage your child to move a car a long a piece of paper. The paper may be straight and then have bends in it.  <b>Length of Activity:</b> 15 minutes.	Your child can put pegs on their favourite soft toy by opening and closing the pegs.  <b>Length of Activity:</b> 15 minutes.	Roll and squash playdough. Do this to music. A physical activity. We have done Dough Disco at school so your child will know to roll the dough between their flat hands to make ball shapes, between their hands to make sausage shapes and then squash it with the palms of their hands to squash it.  <b>Length of Activity:</b> 15 minutes.	Complete jig-saw puzzles.  Encourage your child to talk about what they are doing and how they are doing it.  <b>Length of Activity:</b> 15 minutes.
<b>Letters &amp; Sounds</b> <i>This helps the children get ready for Phonics. The children develop</i>	We have been learning about rhyming.	Sing familiar nursery rhymes with your child and talk about the words that rhyme	Talk about Rhyme that we have been learning about. Show your child the rhyming sheet	Alliteration is when words begin with the same letter sounds, e.g. cat and car. Using	Complete sheet number 10 about Alliteration.

<p>skills that will help them with their reading and writing.</p>	<p>Sit with your child and encourage them to draw their favourite Nursery Rhymes (you can draw them in the book we have provided).</p> <p><b>Length of Activity:</b> 25 minutes</p>	<p>(sound the same in them).</p> <p><b>Length of Activity:</b> 15 minutes.</p>	<p>(sheet number 4). Talk about the pictures and encourage your child to say what they are and to say other words that they can think of that rhyme with the pictures on the sheet. Then encourage your child to draw lines on the sheet to match the pictures that rhyme.</p> <p>Length of Activity: 15 minutes</p>	<p>sheet 11, look for pictures that begin with the same letter sounds by playing 'I Spy'.</p> <p><b>Length of Activity:</b> 15 minutes.</p>	<p><b>Length of Activity:</b> 15 minutes.</p>
<p><b>Mathematics</b> Shape, Space &amp; Measure is an aspect of Mathematics. In this we learn about shapes and positional language.</p>	<p>Look at 2D 'flat' shapes (the 2D shape recognition mat on sheet 2) and talk about the shapes you can see.</p> <p>You can play 'I Spy' to help your child learn to recognise the shapes.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Talk about the 2D shapes that you saw the day before. Today, go on a shape hunt around the house. Use the 2D shape recognition mat (sheet 2) to help your child look for 2D shapes around the house, e.g. a door is a rectangle, a tile is a square and a window is a circle.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Encourage your child to make a picture using 2D 'flat' shapes. They could do this by sticking shapes down from pieces of paper or they could draw their own picture of shapes. The pictures can be recorded in the books we have provided you with.</p> <p><b>Length of Activity:</b> 25 minutes,</p>	<p>Use sheet 8 to learn about 3D 'solid' shapes. Talk about the shapes that you can see on the mat.</p> <p>Play 'I Spy' to help your child to develop their shape recognition.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Talk about 3D 'solid' shapes. Look for 3D shapes around the house, e.g. a cereal box is a cuboid and a tin is a cylinder.</p> <p><b>Length of Activity:</b> 20 minutes.</p>
<p><b>Literacy</b> Writing is part of Literacy. We teach the children to 'pinch and</p>	<p>We have done lots of physical activities to help with writing.</p>	<p>Use the 'Letter Formation booklet' (sheet 19). Practise writing a, b and c.</p>	<p>Use the 'Letter Formation booklet' (sheet 19). Practise writing d, e and f.</p>	<p>Use the 'Letter Formation booklet' (sheet 19). Practise writing g, h and i.</p>	<p>Use the 'Letter Formation booklet'. Practise writing j, k and l (sheet 19).</p>

<p>swing' their pencil when they hold it to encourage the children to hold their pencil correctly. To do this, lay the pencil on the table with the tip facing your child and tell them to pick it up by pinching and swinging it. The children need to hold their pencil between their thumb and fingers – not a whole hand grasp or holding the pencil at the top for example.</p>	<p>Tell your child to show their 'pointy finger' and that they are going to 'draw' big shapes. They will do this using their arms to help them write. The children could draw a big square or circle. Do this one at a time with both hands, using the arms as well.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Encourage your child to write the letters correctly.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Encourage your child to write the letters correctly.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Encourage your child to write the letters correctly.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Encourage your child to write the letters correctly.</p> <p><b>Length of Activity:</b> 20 minutes.</p>
<p><b>PE</b> We do PE to develop our gross motor (whole body) skills.</p>	<p><u>Monday only!</u></p> <p>You can do a warm-up activity like 'traffic lights'. On red they stop and pause, on amber they hop on one foot and on green they skip.</p> <p>Encourage your child to pretend to be a bean. Pretend to hold a watering can and 'water' the 'bean'.</p> <p>Encourage your child to 'grow' and move like a bean.</p> <p><b>Length of Activity:</b> 20 minutes</p>				

<p><b>Topic</b> We have been learning about Growing as part of our topic about Water.</p>	<p>Google search the story, 'Jasper's Beanstalk' or read the book if you have it. Talk about Growing. You could ask your child: What is growing? What do plants need to grow? What did Jasper do? Why did Jasper do that?</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>If you have plants, encourage your child to water them and talk about what they need to grow and why. If you don't have plants, show your child pictures of plants if you can or encourage your child to draw Jasper's Beanstalk in the book we have provided you with. You could ask: What are you doing? Why are you doing that? How did Jasper's Beanstalk grow?</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Not just plants grow. We grow too. Look at photographs of you and your child when they were little and of you.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Talk about what you did yesterday.</p> <p>Encourage your child to talk about them growing. Talk about the changes that you can see and talk about what you can do now that you could not do then. This may be walking, talking or riding a bike. If they want to, your child could draw a picture to show this.</p> <p><b>Length of Activity:</b> 20 minutes.</p>	<p>Ask your child about what they now know about Growing. Encourage them to make a poster about Growing. They can do this in the book we have provided you with and draw and write words to make a poster or you may want to cut out pictures from magazines of plants for example to make a poster. You decide!</p> <p><b>Length of Activity:</b> 25 minutes.</p>
<p><b>Story</b> This helps with communication and understanding as well as comprehension (understanding the story).</p>	<p>Each day, after you and your child have completed the activities, read a story together. Encourage them to choose a story book that they have. You read the story and talk about it. You could ask: What is this story? What is the title? Who is the author? (the person who has written it) Who is the illustrator? (the person who has drawn the pictures) Where is the blurb? (at the back of the book) What does the blurb tell us? What is this story about? Who are the characters? What is the setting?</p>				

	<b>Length of Activity:</b> 15 minutes.
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